

THE MODERATING EFFECT OF EDUCATIONAL ACHIEVEMENT ON
THE RELATIONSHIP BETWEEN PERSONALITY AND
LEADERSHIP INDIFFERENCE

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Personality and Leadership Indifference**

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ABSTRAK (BAHASA MALAYSIA)

Kajian ini bertujuan melihat hubungan di antara personaliti dan kepimpinan di kalangan pelajar peringkat tinggi Universiti Utara Malaysia (UUM), Politeknik Sultan Abdul Halim Muadzam Shah (POLIMAS), dan Institut Kemahiran Bina Negara (IKBN) di Kedah. Selain daripada itu, kajian ini juga ingin mengkaji sama ada terdapat perbezaan yang signifikan di antara faktor demografi seperti jantina dan latar belakang pendidikan untuk menjadi seorang pemimpin.

Kajian ini adalah berdasarkan bancian kuantitatif ke atas 174 orang responden. Instrumen yang digunakan adalah untuk menilai personaliti yang diadaptasikan dari Inventori Personaliti (Kauzes dan Posner, 1997) manakala soalan selebihnya adalah mengenai kepimpinan dan pendidikan.

Terdapat hubungan signifikan yang positif di antara personaliti dan kepimpinan. Walau bagaimanapun, tiada perbezaan yang signifikan dalam cara kepimpinan jika dilihat dari segi perbezaan jantina dan latar belakang pendidikan. Begitu juga tiada perbezaan yang nyata dengan hasil yang didapati jika dibandingkan dengan faktor-faktor demografi dalam menilai personaliti.

ABSTRACT (ENGLISH)

This exploratory study looked into the relationship between personality and leadership indifference among students of tertiary education of Universiti Utara Malaysia (UUM), Politeknik Sultan Abdul Halim Muadzam Shah (POLIMAS), and Institut Kemahiran Bina Negara (IKBN) at Kedah. Other than that, the aspects explored in this study included the differences between the selected demographic variables of gender and educational background to be a leader.

The research was a quantitative survey carried out of 174 respondents. The instruments used were the Personality Inventory (Kauzes and Posner, 1997) and the rest of the questions are about leadership indifference and educational achievement.

There was a significant relationship between personality and leadership indifference. But, there were no significant differences between gender and educational background in both leadership and personality.

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TABLE OF CONTENTS

	Page
PERMISSION TO USE	I
ABSTRAK (BAHASA MALAYSIA)	II
ABSTRACT (ENGLISH)	III
ACKNOWLEDGMENTS	IV
LIST OF TABLES	IX
LIST OF FIGURES	X
 CHAPTER ONE: INTRODUCTION	
1.1 An Overview	1
1.2 Problem Statement	2
1.3 Research Questions	4
1.4 Research Objectives	5
1.5 Significance of the Study	5
1.6 Scope of the Study	6
1.7 Limitation of the Study	6
1.8 Operational Definition of Terms	6
 CHAPTER TWO: LITERATURE REVIEW	
2.1 Introduction	7
2.2 Leadership	7

2.3	Transformational Leadership	11
2.4	Transactional Leadership	14
2.5	Laissez-Faire Leadership	15
2.6	Personality	15
2.7	The Myers-Briggs Type Indicator (MBTI)	19
2.8	The Big Five Model	22
2.9	The Big Five Personality Theory	25
2.10	Trait Theory	28
2.11	Situational Strength and Interactionist Theory	29
2.12	Social Cognitive Theory (SCT)	29
2.13	Theory X and Theory Y	30
2.14	Education	33
2.15	Theoretical Framework	36
2.16	Hypotheses	37

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	39
3.2	Population and Sample	39
3.3	Pilot Test	39
3.4	Reliability Test	40
3.5	Validity Test	41
3.6	Normality Test	41
3.7	Questionnaire Design	42

3.8	Data Analysis Procedures	42
3.8.1	Frequency analysis	42
3.8.2	Descriptive analysis	43
3.8.3	Pearson correlation	43
3.8.4	Regression analysis	44
3.8.5	One-way analysis of variance (ANOVA)	44
3.8.6	Independent samples t-test	44
3.9	Data Collection Procedures	45

CHAPTER FOUR: FINDINGS

4.1	Introduction	46
4.2	Demographic Characteristics	46
4.3	The Normality and the Linearity of the Variables	50
4.4	The Measurement of the Relationship between Personality and Leadership Indifference	50
4.5	Tests for the Relationship of Personality and Leadership Indifference	51
4.6	The Examination of the Moderating Effect of Educational Achievement on the Relationship between Personality and Leadership Indifference	52
4.6.1	Tests for the moderating effect of educational achievement on the relationship between personality and leadership indifference	52
4.7	Examination to Determine the Difference between Groups	55
4.7.1	Difference between four groups of the respondents in terms of educational background	56

4.8.2	Difference between two groups of the respondents in terms of gender	57
4.9	Summary	58

CHAPTER FIVE: RECOMMENDATION AND CONCLUSION

5.1	Introduction	60
5.2	Overview of the Study	60
5.3	Personality with Leadership Indifference	62
5.4	The Relationship between Educational Achievement, Personality, and Leadership Indifference	62
5.5	Educational Background in Terms of Leadership Indifference	62
5.6	Gender in Terms of Leadership Indifference	63
5.7	Suggestions of the Future Research	63
5.8	Summary	66

REFERENCES

APPENDIX

APPENDIX 1 – QUESTIONNAIRE

APPENDIX 2 – SPSS OUTPUT

APPENDIX 3 – SPSS OUTPUT

APPENDIX 4 – SPSS OUTPUT

APPENDIX 5 – SPSS OUTPUT

LIST OF TABLES

	Page
Table 2.1: Elements of the MBTI	20
Table 3.1: Cronbach's Alpha Indicators	40
Table 3.2: McBurney's (2001) Descriptions of Correlation Values	44
Table 4.1: Respondents' Gender Categories	47
Table 4.2: Respondents' Race Categories	47
Table 4.3: Respondents' Marital Status Categories	48
Table 4.4: Respondents' Educational Level Categories	49
Table 4.5: Respondents' Age Categories	50
Table 4.6: The Measures of Central Tendencies and Dispersion of Variables	51
Table 4.7: Correlations of Personality and Leadership Indifference	52
Table 4.8: Model Summary (c)	54
Table 4.9: Descriptives	56
Table 4.10: Group Statistics	57
Table 4.11: The Outcomes of the Null Hypotheses Tests	59
Table 5.1: The Relationship between Objective, Hypothesis, and Finding	61

LIST OF FIGURES

	Page
Figure 2.1: Four Critical Process of Leadership	11
Figure 2.2: The Relationship between Leader and Characteristic	24
Figure 2.3: The Big Five Model Personality	27
Figure 2.4: Theoretical Framework	37

CHAPTER ONE

INTRODUCTION

1.1 An Overview

Nowadays, a large portion of the present literature on leadership only focuses on the positive personal traits of leaders. However, negative personal traits of leaders have received comparatively less attention. In spite of the fact, those certain organizational factors and followers' characteristics significantly contribute to the effectiveness or ineffectiveness of leaders, but leadership is mostly evaluated in terms of the positive traits and strengths of leaders only. One can learn many things from leadership successes rather than leadership failures (Clements and Washbush, 1999; Ronald, 2006). But continuing to take no notice of the dark side will lead to uncompleted understanding of leadership. It is confusing, ambiguous, and limiting to development of good leaders (Hogan, 1990; Ronald, 2006).

Currently, most leadership theories agree that leaders are made not born. That is meant people especially young people can learn and develop leadership attitudes and skills (Fertman and Van Linden, 1999). However, people cannot simply become a leader by attending training programs although such programs can help to improve interpersonal skills and technical abilities of people (Richard, 1994). Becoming a leader is a developmental process, which is this process may not be the same for young people as it is for adults. Young people need to develop their leadership skills in a real situations, which allows them to become actively engaged in the

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